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ABSTRACT

Higher education and the military have much in common: both are vitally concerned with youth and in preparing young people for effective functioning in society. The army is heavily involved in education and training; in addition to West Point, there is an Army school system which consists of 2 colleges, 20 branch schools, and 11 specialist schools. Many soldiers have completed high school while in the army, others have improved their basic education, 90 percent of the career officers hold undergraduate degrees, and 25 percent hold advanced degrees. The ROTC programs are of vital importance and great efforts are being made to improve Summer Camp Programs and to provide other useful training programs. The ROTC programs on campus have borne much of the brunt of the antimilitary feeling currently in vogue, and Professors of Military Science at the institutions hosting ROTC have been given increased flexibility to blend the precepts of the military profession with the philosophies of the institution, and have been encouraged to sustain a meaningful dialogue between the Army and the students. Efforts have also been made to improve the quality of the ROTC staffs. To end the draft will require double or triple the enlistments of quality personnel, and for that a good professional climate, more money, and a better image are essential. (AF)

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ADDRESS BY
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CHIEF OF STAFF, UNITED STATES ARMY
COUNCIL OF PRESIDENTS
NATIONAL ASSOCIATION OF STATE AND
LAND GRANT UNIVERSITIES
DIPLOMAT ROOM, SHOREHAM HOTEL
TUESDAY, NOVEMBER 10, 1970 -- 9:15 A.M. (EST)

[EDUCATION AND TRAINING IN THE ARMY]

I welcome the opportunity to address the members of this Council this morning. As Superintendent of the United States Military Academy for three years from 1960-1963, I have more than a casual appreciation for the responsibility in heading an institution of higher learning.

Some in our society would place us poles apart . . . you in the academic world and me in the profession of arms. Yet our two professions do hold similarities:

+ Yours appears to be growing as hazardous as mine.

+ The turnover within your ranks is approaching the turbulence within mine.

+ And, finally, the maxim of tactical security that has long been a part of the Army lexicon is now a part of your vocabulary.

In a more serious vein . . . as a professional soldier responsible for your Army of over a million men and women . . . I can assure you we have much in common.

+ First, we are both vitally concerned with youth.

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+ Next, we both seek to instill initiative and responsibility in those within our charge.

+ Further, we both share an interest in preparing young people for a future in our society.

+ Moreover, we both are eminently concerned with education and the betterment of the individual through learning.

+ And finally, we both engage our young people at a time in their lives that is crucial to them as individuals . . . molding life patterns that are vital to our future society.

Over the years, I have had the opportunity, like you, to know our young people. I have known the American serviceman in the most difficult and hazardous conditions. I have seen him in peace and in three wars. His dedicated and professional performance can in large part be attributed to what he has received from our schools -- both civilian and military.

Like your profession, the Army today is deeply involved in every aspect of training and education. Because we replace about one-third of our manpower each year, our school system of necessity is literally the largest campus in the world.

In addition to the Military Academy at West Point, the Army school system consists of 2 colleges, 20 branch schools, and 11 specialist schools. In these schools, we offer over 900 different courses of instruction on a campus that is located in 17 different states. By the end of this fiscal year,

we will have had 67,000 in the classroom each day of the year and will have enrolled over 350,000 servicemen in Army schools. These courses cover a wide spectrum of academic subjects as well as skills, trades and crafts. And most of these are transferable to civilian pursuits.

Education means a great deal to the soldier, the Army and the Nation. What is not well known are the additional educational opportunities the Army provides its personnel. Let me list a few:

+ During FY 70, 55,000 soldiers completed high school or received equivalency certificates and over 500 received baccalaureate or advanced degrees through the Army's General Education Development Program.

+ These were part of the 200,000 soldiers who took advantage of Army sponsored educational opportunities -- from the elementary through the university level -- during the past fiscal year.

+ Additionally, in this period, over 38,000 men who did not possess the necessary mental prerequisites entered the Army and have been given the opportunity to improve their basic level of education to meet our minimum standards.

While the Army provides extensive educational opportunities to those within its ranks, we do look to civilian institutions to provide the intellectual foundation so necessary for the enlightened leadership in our modern Army.

+ Today, over 90 percent of our career officers hold undergraduate degrees. Our goal is, of course, to attain 100 percent.

+ Some 25 percent of our career officers already hold advanced degrees. We estimate that approximately 75 percent of our career officers may expect the opportunity to gain advanced degrees during their service.

+ In working toward our goals, we currently have over 3,500 officers enrolled in civilian colleges and universities in pursuit of graduate as well as undergraduate degrees.

But nowhere is our dependence on the civilian education system more demonstrated than in ROTC.

In my opinion ROTC plays two vital national roles. It undeniably contributes to the defense and preparedness of the United States. But it also develops discipline, character, leadership, and patriotism in young people . . . young people who will be among the future leaders of this Nation.

ROTC is and will continue to be our major source of newly commissioned officers each year. We seek in this program to develop enlightened leadership in young men and motivate them towards service to country.

Our overriding concern must be that our soldiers are led by the very best. In a society which is growing more permissive, the selection of leaders not only becomes more difficult but also more important. If we cannot obtain the best from the campuses of America, where do we as a nation turn for quality leadership in the quantity we require in our Armed Forces?

ROTC is a valuable leavening and balancing influence on our Army Officer Corps that draws its men from a number of sources. Through ROTC, we acquire men who can think logically and clearly, who can articulate their thoughts and attitudes, who bring with them from throughout our country . . . and from a variety of educational institutions . . . an understanding of local, regional, and college community backgrounds and viewpoints.

To achieve the quantity required without sacrificing quality means that we must exert every effort to improve the program at camps as well as on campuses. Because of my personal interest, I visited each of our camps during the summer of 1969. As a result, during the past year, we have made a searching examination of our Summer Camp Program. I believe that we have made sound progress in improving ROTC Summer Camps. To stress the high priority that we place on the Camp Program, I placed a brigadier general in command of each of the 1970 Camps. In addition, we have placed greater emphasis on making training more challenging and stimulating.

We have revitalized our Summer Camps along these lines. We have shifted our emphasis from a vocational approach to one of leadership development and evaluation. Our Camp theme is now "Preparation for Leadership." We have emphasized creation of a solid military environment with serious, no-nonsense training designed to afford each cadet maximum opportunity for leadership development.

Our philosophy is to encourage cadets to approach their training as apprentice officers . . . in short, to learn responsibility. Learning by doing is just a part of this task. Equally important, cadets must gain an appreciation for the planning, equipment, and coordination required to conduct each class. Cadets are encouraged to analyze each activity and discuss among themselves and with their instructors the teaching techniques used and how the training could be improved. They are encouraged to approach instruction . . . not just from the standpoint of taking required training . . . but rather from the standpoint of a young officer who needs to know how the training is conducted so he can use the knowledge later.

We have also instituted a successful and popular senior officer seminar program. These seminars were conducted by two senior general officers . . . at three of the six 1970 Camps -- Fort Knox, Fort Lewis and Indiantown Gap. Our objectives were to inform cadets of the Army's role in American society and to provide cadets an opportunity to question senior Army officers directly. Two benefits stand out. These seminars have shown the young men that we care. And the panel members had a stimulating exposure to the ideals, values and goals of college students who aspire to be junior officers. The seminars were accepted enthusiastically . . . 98 percent of over 5,500 cadet participants recommended a similar program for 1971.

We are also examining the Basic Camp toward making it more attractive. The educational approach is being raised above the individual soldier training level. We want an approach that is appealing and challenging -- at a level in keeping with the academic standing and future of the two year program applicant.

Next year we are pointing for as much progress as we have made this year. The theme "Preparation for Leadership" appeals to me as a logical carry over for next summer. Cadets must be challenged to view each training or leadership situation as an intellectual exercise. Each training situation should confront the cadet with two objectives: (1) a skill to be mastered and the rationale for learning it, and (2) how the cadet would teach the skill when he becomes an officer.

Perhaps the best indicator of progress in our camps is from cadet evaluations. Marked improvement was noted in leadership opportunities, physical and mental challenges, and in the areas of camp management. The results of these evaluations are reassuring.

I now want to turn to ROTC on campus. Because ROTC is a visible symbol of the military establishment, and is close at hand, it has borne

the brunt of antimilitary feeling. It will probably continue to be for sometime a prime target of hate, irrational behavior and emotional immaturity.

We are working, however, to improve our program on campus and to support better a meaningful dialogue.

Our new program of instruction for Senior ROTC has been published and was distributed on August 5. This flexible "Core Curriculum" is designed to fit the wide variety of institutions hosting ROTC. Professors of Military Science are given maximum flexibility in administering this program of instruction. They now have means to blend the precepts of the military profession with the philosophies of the institution. We anticipate, however, that modifications of the curriculum will be in order based upon experience and evaluation.

The key in sustaining a meaningful dialogue between the Army and students rests with the Professors of Military Science at those institutions hosting ROTC. We are instituting additional means to assist them in this regard. In view of the importance of the communication process, ROTC instructors must be thoroughly prepared for the problems they may encounter on campus. They must understand the importance of listening and identifying with students. They must be able to argue persuasively and thoroughly both sides of a question. What we need is empathy, not dogmatism.

How to engage in student dialogue is just as important as what to engage in. Techniques and attitudes are important. Give and take, admission of fallibility, and concessions of valid points are essential to establish credibility with young doubters. Not infrequently, how a course is presented is as valuable as what is presented. We are pointing for ROTC instructor orientation courses that will emphasize these areas in the future.

We are also taking steps to improve the quality and credentials of our ROTC staffs. We are stabilizing assignments. Officers possessing a master's degree will be assigned to a three year tour. In September, we began a program in which officers without a master's degree may volunteer for a maximum of two years graduate study followed by a two-year ROTC assignment at the same institution. So far, more than 700 officers have volunteered. And we estimate that 1,800 will enter this program over the next five years. We expect these actions not only to result in wider acceptance of our instructors by students and university officials, but also to improve the current image of the ROTC.

In another effort to improve that image, the Advertising Council has agreed to take on ROTC as a tri-service project. Advertising costs will be paid by the news media as a public service. Materials are currently being produced and should be ready for distribution to the news media by the first of January.

We are also seeking ways to increase the number of black cadets participating in the ROTC program. In an age of minority group awareness, our record at the junior leadership level is not good. In 1965, 3.5 percent of our first lieutenants were from minority groups. This percentage had dropped to 1.9 percent in 1970. Other company grade statistics are comparable. We realize that the Army is undergoing stiff competition for the bright, motivated black. Accordingly, the Army staff is currently examining ways to attract more blacks into the ROTC program.

During a recent inspection trip to Kentucky, I witnessed a unique program recently started by the Army Reserve's 100th Training Division. On weekends, Reservists in this unit train ROTC cadets from five universities. These college students participate willingly and enthusiastically. Citizens from nearby communities provide land for small-scale field training exercises. I have asked the Army staff to see how this training can be expanded.

We are making every effort to improve Army ROTC. Our program must be dynamic -- one that can adapt to changing circumstances and at the same time produce officers of the quality and standards that we seek. Although much remains to be done, I am optimistic.

Just as we seek quality in our Officer Corps, so also we need enlisted men in the required skills and numbers who are motivated, well trained, and dedicated to serve.

As you know, I have committed the Army to move with all its energies toward a zero draft -- a volunteer force. Our task will not be easy.

The Army is in a period of sweeping transition. We are redeploying forces from Vietnam, inactivating units and reducing the size of our support base in the United States. And at the same time we are still fighting a war.

I am well aware of the arguments both for and against the draft. Yet if our citizens support the President in his efforts to end the Vietnam War, then I believe that Selective Service must be extended beyond its expiration date of June 30, 1971. Additionally, the draft must be retained as national insurance.

Movement toward a zero draft—volunteer Army will take time. To achieve our goal will require us to double or triple our enlistments and re-enlistments. A large part of our problem is to increase the number of volunteers in the Army Reserve and National Guard at the same time we increase volunteers in the Active Army. To emphasize the importance I attach to this task, I have appointed Lieutenant General George Forsythe as my Special Assistant in developing programs designed to achieve a Modern Volunteer Army.

How successful we are in attracting quality personnel in the skills we need depends on three things:

+ The professional climate we generate and sustain within the Army.

+ Resources, and I mean money.

+ And most important, how the Armed Forces are viewed by the public at large.

Our Army is an organization of young people. Today the average age of those in the Army is less than 23 years. Over three-fourths of our enlisted strength has less than three years of service. We must make the Army better understood by these young men who fill our ranks.

We will leave no stone unturned. We are reviewing all our policies and administrative procedures to make Service life more attractive. Nothing is considered sacrosanct except where military order and discipline are compromised. In this, we cannot and will not yield.

We will need to increase pay. And we will probably find that additional money will primarily be put in those skills that have least application to civilian pursuits . . . the combat arms. But success will not be forthcoming without support from the Administration; the Congress; the news media; civic, business, education and religious leaders . . . and the public.

We cannot attract the kind of soldier we need in an organization maligned by some, directly attacked by others, and halfheartedly supported by many. This country cannot have it both ways. If the Army is viewed by a large segment of the population, particularly the youth, as an organization to be shunned and avoided, no amount of money will encourage young men to enlist.

The Army as an organization . . . sworn to defend the foundation of our Nation . . . the Constitution of the United States . . . will continue to serve this country in its traditional role. But what the Army does and how well we do it depend on people.

The values we cherish hold our Army together. Without them we have no esprit de corps, no morale, no discipline. And an undisciplined Army is a menace to society.

The ideals soldiers cherish are valuable in all walks of life. Hopefully we engrain or reinforce these ideals in the majority of Americans who pass through our ranks. Like you . . . we also are concerned about America's most valuable asset -- her young people.